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AUTHOR	Oberlander, Oliver C.
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ABSTRACT

This study was conducted to: (1) identify existing practices of occupational guidance programs for Grades K-12 in Michigan, (2) recommend educational changes for the preparation of occupational guidance personnel, and (3) determine specific objectives and ways in which the Department of Industrial Education and Technology of Central Michigan University can prepare occupational guidance personnel. Data were gathered through mailed questionnaires as well as personal interviews and/or group conferences with 154 teachers, counselors, and administrators at elementary, secondary, postsecondary, and college levels. The responses to the 10 questions included in the interviews and on the questionnaires are summarized. Some major conclusions of the study are: (1) In general, those responsible for career planning felt ill prepared and not qualified to provide occupational guidance services. (2) A large percentage of the present counseling and guidance services are too theoretical, with the major emphasis on psychological and sociological aspects of human development and little emphasis on career development. (3) One or more undergraduate course(s) directly related to career planning and development should be required for those involved in career education. (SB)

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A STUDY OF OCCUPATIONAL PRACTICES AS THEY RELATE TO CURRICULUM DESIGN FOR CAREER EDUCATION

Oliver C. Oberlander
Associate Professor

CENTRAL MICHIGAN UNIVERSITY
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by

Oliver C. Oberlander

Associate Professor

Central Michigan University
Department of Industrial Education and Technology
Mt. Pleasant, Michigan 48858

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PART I - STUDY OF EXISTING AND NEEDED CURRICULUM CHANGES FOR OCCUPATIONAL GUIDANCE

Background of the Study

During the past decade the rate of change within the professional and occupational fields has confronted education with a demanding challenge to meet the manpower needs of Michigan and the nation. To meet this challenge, education must emphasize new job related functions and devise a system for open dialogue between all forms of education, career planning, manpower forecasting and the employment market. United States Commissioner of Education, Sidney P. Marland, Jr., suggests that we adopt the term "career Education" for this process and that it become the universal goal, "that every young person completing our school program at grade 12 be ready to enter higher education or to enter useful and rewarding employment. A variety of state plans are being funded to design and carry out more effective occupational guidance. This is particularly a crucial area." [1] Dr. John W. Porter, Superintendent of Public Instruction, has submitted several proposals to the State Board of Education for Occupational Education Program offerings to assure that any student in any Michigan high school can be assured an equal occupational educational opportunity. [2] These proposals are the preliminary steps in the development of the role of career education in this state.

According to U.S. Commissioner Sidney R. Marland, Jr., it is essential to prepare personnel to work, design, and carry out more effective occupational guidance. Furthermore, Superintendent John W. Porter has offered additional proposals to the State Board of Education identifying common goals for Michigan to challenge and assure any student in Michigan schools that he can be provided equal occupational preparation and opportunity.

These educational leaders emphasize new job related functions and the necessity for creating strong correlations between formal education and job preparation.

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[1] Sidney P. Marland, Jr., U.S. Commissioner of Education, Department of Health, Education and Welfare, Career Education Now National Association of Secondary School Principles Convention, San Houston Coliseum, Texas, Saturday, January 23, 1971, 10:00 a.m.

[2] John W. Porter, Superintendent of Public Instruction, The Common Goals of Michigan Education, Michigan Department of Education, September 1970, State Board of Education, Lansing, Michigan.

The Need for the Study

The need for career planning is most apparent. It seems appropriate, therefore, to conduct a study to compare and analyze existing concepts, programs, and procedures utilized in preparing personnel for the role of occupational guidance.

There appears to be a great shortage of adequately prepared personnel in the field of career guidance. State and National trends indicate a shift in direction to remedy this situation, and resourses have been focused on the development of career planning programs and preparation of career oriented occupational guidance personnel.

Commissioner Marland, in his address, stated that money is available "to help train personnel to work .... design and carry out more effective vocational guidance, a particularly crucial area."[3] All agencies must use all of their resourses to pull together such programs that will support career education and prepare teaching and other personnel to effectively function in this new arena of career education.

Typical needs of all such approaches were recently identified by Leslie H. Cochran in an article, An Industrial Education Continuum.[4] Dr. Cochran identified six guiding principles that must be considered in the processes which will provide for continuous growth opportunities for all youth and adults in career education.

The six principles are:

- vertical articulation
- horizontal correlation
- individual alternatives
- common decisions base
- appropriate learning outcomes
- flexible adaptability

These six guiding principles are most unique contributions provided through industrial education in the preparation of occupational guidance personnel. The success of career education depends to a large extend upon the total continuum of education and the degree of implementation of each of the guiding principles.

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[3]Op. Cit.

[4]Leslie H. Cochran, Associate Professor, An Industrial Education Continuum, Department of Industrial Education and Technology, Central Michigan University, Mt. Pleasant, Michigan 48858.

The Vocational Committee at Central Michigan University released the findings of a Study of Vocational Needs for Vocational Personnel in the Northern Counties of Lower Michigan.[5] The major findings of the entire study identified two specific needs relative to the preparation of occupational guidance. These are:

- although most schools provided guidance programs, a majority were not satisfied with the vocational aspect.

- with the exception of changes in facilities and equipment, guidance and counseling staff appear to be the major concern of school administration for improving vocational programs.

Statement of Problem

The purpose of this study is to determine and recommend to the Department of Industrial Education and Technology at Central Michigan University its role to assist in the preparation of qualified occupational guidance personnel.

Articulation will identify procedures for career orientation on the elementary level which would provide beneficial for career planning on the secondary level. The first phase of horizontal and vertical articulation in career planning is now under way through the World of Work concept.

The identification of goals, systematization of and the implementation of career development programs concerning World of Work was prepared by the State Department of Education, Lansing, Michigan, 1971 [6] to initiate career education first on the elementary level and then on the secondary level. More specifically the objectives of this study are:

1. To identify existing practices of occupational guidance programs K-12 schools in Michigan.
2. To recommend educational changes for the preparation of occupational guidance personnel.
3. To determine specific objectives and ways in which the Department of Industrial Education and Technology can prepare occupational guidance personnel.

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[5]Freddie Simonds, Home Economics Education, Wells Cook, Business Education, Earl Mills, Industrial Education, Study of Educational Needs for Vocational Personnel in the Northern Counties of Lower Michigan, Central Michigan University, Mt. Pleasant, Michigan, 1971, pp.35-36.

[6]Hansen, Arthur, Supervisor, World of Work, Michigan Department of Ed. Lansing, MI 1971

Delimitations of the Study

This study is to examine innovative programs and current implementations of career development programs. The delimitations are as follows:

1. The large number of career planning programs in Michigan and the nation could not be included in the study. Therefore, only those public schools identified as having projected programs are included in the study. It was the decision of the evaluator to concentrate on those programs and practices which appeared to have a lasting impact and could provide specific guides for career development.
2. The State Department of Education in Michigan was most helpful to identify on-going innovative programs within the state and in several specific regions within the United States.
3. The inter-departmental concept to cooperatively develop approaches and programs was contemplated. Consideration was given to those departments at Central Michigan University that would contribute directly to the preparation of occupational guidance personnel and career education.
4. No attempt was made to evaluate the innovative practices against the traditional approaches.

Operational Definitions

The growth and applications of career development and planning have introduced new and unique terms and phrases. An explanation of basic terms to the study are:

Vocational Counseling (Elementary School Guidance): The assistance given to students in making wise decisions. This includes childhood decisions about activities and hobbies. Wise decisions, in turn, are made when an individual is aware of his strengths and limitations.

Ferers, Shertzer, and VanHoose--C--1965

Vocational Counselors: Concerned primarily with vocational planning and job adjustment. They may work with young, the old, the able bodied, and the disabled.

OOCH--C--1966-67

Vocational Guidance: A systematic effort, based on knowledge of the occupations and on acquaintance with and

study of the individual, to inform advise, or cooperate with him in choosing, preparing for, entering upon, or making progress in his occupation. Brewer--G--1918

--This phase of the guidance program centers around assisting the students with plans for a career or vocation. It involves not only assessing the vocational traits and abilities of students, but acquainting them with occupational information appropriate to their needs. Another function is that of providing an opportunity for students to examine carefully their vocational potentialities in relation to available vocational fields of work.
Cottingham and Hopke--G--1961

--Process of helping an individual to understand accurately both himself and the world of work--in particular, the specific educational and job requirements of occupations in which he may be interested and for which he may be qualified. Finally help is given at the point of entrance into further training or actual placement in the vocational field most appropriate for him. This dynamic and on-going process of vocational guidance is based on the assumption that an individual actually reaches his ultimate vocational choice, not at any single moment in time, but through a series of experiences and resultant decisions over a period of years.
Dugan--G--1959

--The selection of, the preparation for, and the placement in a life work. Fletcher--G--1914

--The giving of information, experience, and advice in regard to choosing an occupation, preparing for it, entering it, and progressing in it. NVGA-G-1924

--The Vocational Bureau is intended to aid young people in choosing an occupation, preparing themselves for it, finding an opening in it, and building up a career of efficiency and success. Parsons--G--1908

Vocational Information Service (School Guidance Program): Collation of published occupational information, the carrying out of local community occupational surveys, and the dissemination of occupational and educational information through courses, career days, college days, assembly programs, field trips, and other means ... Thompson--IS--1964

"Career education provides for a broad approach to preparation for citizenship; provides job information and skill development; and also helps individuals develop attitudes about the personal, psychological, social and economic significance of work in our society. It develops and fosters avocational and recreational interests in individuals to help prepare for a well-rounded living in a world in which leisure time is increasing and greater opportunity for self-expression through creative production are available."[7]

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[7] Introductory Paragraph on "Career Education" prepared by the U.S. Office of Education July 19, 1971.

PART II - A REVIEW OF THE STUDY AND FINDINGS

Selection Methods for Gathering Data

A review of the literature was made prior to the formal design of the data gathering instrument. Textbooks, articles and research in the field of career planning and/or occupational guidance was reviewed. The information collected in the review provided a basis for the research and suggested techniques and sources for gathering the data. Based upon the findings and suggestions of several consultants, the most practical method and procedures were determined to obtain the necessary data for the study.

Two methods were suggested. One was a data-gathering instrument which provided personal data and a description of practices. The mail survey is popular in educational research, but has certain drawbacks. A second technique selected was the personal interview and small group conferences. The latter would eliminate certain drawbacks of the survey instrument. Both were used to eliminate basic disadvantages and to maximize the relatively of the data.

After the preliminary surveys with recommendations from various consultants and competent Central Michigan University Staff in the field of research a Data-Gathering Instrument was developed.

A copy of the revised Data-Gathering Instrument is included in the Appendix A. A letter of explanation of the study was included with the instrument mailed to each individual. See Appendix B.

The personal interview and/or group conference was patterned after the questionnaire. The purpose of the personal interviews and group conferences were to: (1) gather data in greater detail relative to each strategy under consideration; (2) explore other areas not covered by the instrument, and (3) provide opportunities for interactions and responses usually not gained through mail survey instruments. The interview schedule appears in Appendix C.

The Validation of the Survey Instrument

After completing the design of the study, the survey instrument, personal interview schedule, and the forms; the proposed techniques were submitted to the validation committee composed of Central Michigan University faculty members knowledgeable in educational research and involved in career planning. The validation committee made recommendations for the design of the study and specific procedures to follow. Their suggestions and recommendations were incorporated in the revised study and instrument.

Gathering the Data by Mail

The Data-Gathering Instrument was mailed to fifty-five contacts with a letter stating the purpose of the survey and requesting the individual to respond to the questions contained in the data-gathering instrument.

After four weeks a follow-up letter with a second request for a response was mailed to each one who failed to respond to the first request, (the same letter contained a brief note stating this was a follow-up letter). This procedure resulted in forty-seven of the fifty-five responses utilized in the study. Three instruments were submitted later due to change of staff or personnel in a few educational institutions, but are not reflected in the study.

Data-Gathering Through Personal Interviews and/or Group Conferences

Personal interviews and small group conferences were arranged in advance. Most of the contacts were made by correspondence, some by telephone requesting about 30-45 minute interviews. The same letter of explanation and data-gathering instruments were used as in the mail survey. Each session was recorded with the approval of the interviewer and the information later condensed for final analysis.

The average length of interviews was approximately one hour with several small groups that varied between one and one-half to three hours for others. Several of the participants used audio-visual materials and typed presentations to describe their practices of career planning. A summary of the responses is given in Table I shown on next page.

TABLE I

Number of Responses to Data-Gathering Instrument and Personal Interviews

School	Number Mailed	Response to Instrument	Interviews	Total Number of Responses
Elementary:				
Teachers	2	2	2	4
Counselors	3	4	4	7
Administrators	3	2	2	4
Secondary:				
Teachers	4	4	6	10
Counselors	11	9	12	21
Administrators	3	2	3	5
Area Skill Centers:				
Teachers	5	5	6	11
Counselors	10	9	8	17
Administrators	3	2	5	7
Community Colleges:				
Teachers	2	2	4	6
Counselors	6	6	8	14
Administrators	2	1	3	4
Private Colleges:				
Teachers	2	2	3	5
Counselors	3	3	2	5
Administrators	2	2	1	3
College and University:				
Professors			11	11
Counselors			15	15
Chairmen			5	5
TOTAL	62	54	100	154

The percentage of return for the instrument mailed was 87%. The data gathered through the instrument and personal interviews is summarized in the finding. The conclusions, observations and recommendations provide an explanation and interpretation of the findings.

Findings of the Study

The questions with the most frequent and unique responses to the data-gathering instrument are prepared as a summary for each of the ten questions. These responses include the personal interviews.

1. IS CAREER PLANNING AND/OR OCCUPATIONAL GUIDANCE NEEDED IN THE PUBLIC SCHOOLS? WHY? WHY NOT?

Response to the question:	Questionnaire		Interview	
	Yes	No	Yes	No
	96%	4%	99%	1%

The brief responses as to why students needed assistance to make realistic decisions in career planning, specific job qualifications, and opportunities -- career awareness -- and that occupational guidance serves as a hub of career education.

Most responses implied that career planning for 70-80% of the students has been neglected by most occupational guidance personnel. Many of those responsible for career planning feel they are ill prepared to provide those services.

Very few of the responses indicated that, in fact, the occupational guidance services are properly provided and most guidance personnel are properly prepared and qualified to provide the necessary guidance for realistic decision making in career planning.

2. WHAT DO YOU CONSIDER TO BE UNIQUE QUALIFICATIONS OF AN INDIVIDUAL CONCERNED WITH PROVIDING SERVICES FOR CAREER PLANNING?

The most frequent responses were:

-- To understand career opportunities and identify system to disseminate related information
-- To develop unique techniques to counsel an individual to make career choices for himself
-- To be thoroughly acquainted with jobs and job markets
-- To better understand counseling techniques for the non-college bound individual and their needs.
-- To live in an enviroment other than just education

-- To be open-minded towards less than college degree occupations and employment.
-- To have diversified occupational experiences (approximately 5-10 years)
-- To exemplify a real concern and understanding for individuals ability to work with students.

3. HOW WOULD YOU RECOMMEND OCCUPATIONAL GUIDANCE PERSONNEL BE PREPARED TO RENDER CAREER PLANNING?

Very few of the responses indicated that the present programs and methods of preparing occupational guidance personnel are satisfactory. Most of the recommendations were to improve or change the approaches as follows:

-- To provide occupational internships in the field, in the classroom, in the guidance office, in industry, in business.
-- To offer one or more undergraduate course(s) directly related to career planning - most of the staff be other than regular counseling and guidance personnel (these courses replace liberal arts courses now required.)
-- That counseling personnel need not be certified to teach, but reinforcement is needed with employment rather than in educational setting - have a broader work experience base, wide range of occupational experiences.
-- To be knowledgeable of occupational measuring instruments (interests, attitudes, etc.) and how to utilize the results.
-- To be associated and involved in professional career planning associations.
-- To demonstrate ability to implement career education.

4. WHAT ADDITIONAL PREPARATION IS NEEDED BY AN AN OCCUPATIONAL COUNSELOR OVER AND ABOVE THAT PROVIDED THROUGH FORMAL TRAINING?

Only one or two responses of the total number indicate no additional preparation is needed. The suggestions were:

-- To have extensive allied work experience and/or concentrated observations at various job sites (at least 3-5 years in contact with the world of work)

-- To gain intimate knowledge of what is required of an employee (basic skills and knowledge from entry occupations and most challenging fields of management in industry and business)
-- To have knowledge and means to keep abreast of employment trends and qualification changes for various clusters of occupations.
-- To be understanding of and involved in placement and follow-up practices.
-- To participate and plan for seminars, in-service programs related to specific responsibilities in a given system.
-- To propose - a minor in an allied field - i.e. Occupational guidance specialists have a minor in vocational education.

5. WHAT FUNCTIONS OR RESPONSIBILITIES DO YOU EXPECT THE CAREER PLANNER TO PERFROM BEYOND THE ACADEMIC COUNSELING SERVICES?

These responsibilities were identified in a broad range depending upon the role such individuals would have in a given organizational structure - the responses and recommendations were that the individuals:

-- Are to assist in the development of total program for career exploration and planning (for the individual student and total community).
-- Are to direct or assist in placement and follow-up services.
-- Are to serve as resourse specialists for teachers relative to career education.
-- Are to help sell occupational education to parents, community, and students.
-- Are to utilize referral agencies; to promote career education on all levels of education, in the community and with business and industry.
-- Are to obtain released time to coordinate career guidance among teachers, employees and individual students.

6. HOW SHOULD ONE WHO PROVIDES CAREER PLANNING SERVICES CONTINUE TO KEEP ABREAST OF CAREERS AND OCCUPATIONAL CHANCES?

The continuous changes and up-dating to keep abreast with careers and occupational alternatives could be provided:

-- Through cooperative channels with private businesses, industries, and governmental agencies related to manpower (human) resourse developments.
-- Through seminars, workshops and conferences inviting labor organizations to provide input as to manpower (human) needs.
-- By working closely with occupational administrators (vocational directors and coordinators).
-- By seeking the services of advisory committees in the community relative to employment needs.
-- By utilizing the professional publications (local, state, and federal) as to projections and occupational trends.
-- By obtaining sabbatical leave to survey and study career education services and projected occupational versatility.

7. SHOULD CAREER DEVELOPMENT BEGIN AT THE ELEMENTARY LEVEL? IF SO, WHY?

Approximately 8 per cent of those contacted were undecided when career development should begin. The remaining 92 percent indicated that a formal plan should begin either in the kindergarten or early elementary, with the major emphasis on the awareness of occupational clusters. The major purpose is to provide a planned flexible career program and a record with current inventory and catalogued optional alternatives for each individual K through 12.

WHEN TO START?

Kindergarten	Early Elementary	Undecided
75%	17%	8%

WHAT SHOULD BE THE MAJOR EMPHASIS?

Some recommendations were:

-- To develop cognitive study to determine talents and potentials, attempt to identify means for the individual to succeed to upper level with what capabilities the individual possesses or can develop.
-- To provide an orientation to the dignity of work.
-- To become knowledgeable on how people earn a living.

--To provide exposure to major occupational clusters.
-- To provide occupational course(s) pre-vocational individual.
-- To provide for - awareness - at various levels - K-12
Exploratoration 7-10
Specialization 11-12-14-Life

8. HOW SHOULD THE CAREER DEVELOPMENT PROGRAMS BE INITIATED AND ARTICULATED?

A. AT THE ELEMENTARY LEVEL?

Various Approaches were proposed:

-- To provide for the development of career programs that would initiate and articulate career awareness was most stressed for levels K-6 to be followed by exploratory occupational experience for levels 7-10 and specialization 11-12 and through 14 level.
-- To emphasize social studies and allied areas on the elementary level must have career specialists working with the teachers.
-- To provide proper orientation to the world of work by older working students and those adults who do the hiring and supervising to develop exploratory work experience(s).
-- To establish pre-vocational programs leading to special vocational entry courses for entry into employement.
-- To identify career advisors and successful young workers to relate actual exposure to full employment status, especially those who have a wide range of work contact experiences in order to present options.
-- To provide business and industry the opportunity to participate in development of career education.

B. AT THE SECONDARY LEVEL?

Many problems needed to be resolved at the secondary level relative to coordination and leadership in developing a total program in career education. It was proposed that:

-- Pre-vocational program lead to occupation clusters.
-- Specialization provide career choice for entry into employment.
-- Provisions be made to apply specific credits to total educational program which is earned through world of work.

-- Provision be made to have a joint advisory council composed of: director of career education, elementary teachers, occupational counselors and secondary teachers.
-- Provisions be made for extensive internship opportunities for students.
-- Career programs must be the core of total curriculum.
-- The proper development of programs which consist of labor officials to interpret relevant labor laws that affect each individual.

9. SHOULD A SPECIFIC COURSE(S) BE OFFERED IN CAREER PLANNING AT THE UNDERGRADUATE LEVEL TO PREPARE OCCUPATIONAL GUIDANCE PERSONNEL?

The response to provide specific course(s) in career planning at the undergraduate level to prepare occupational guidance personnel was an affirmative yes. With 97 percent responding that course(s) should be offered and only about 2 percent undecided. There was one respondent who stated no, but with no specific supporting statement. Some of the recommendations were as follows:

-- To provide a cognitive approach to learning and relationship to career planning at all levels.
-- To encourage and inform students of choices and their opportunities and responsibilities to make career decisions.
-- To teach students career identification and not subject matter.
-- To avoid using academic oriented staff to teach career guidance.
-- To develop basic philosophy through state department of education in conjunction with local educational systems.
-- To have all undergraduate students exposed to career development approaches.
-- To place specific emphasis on inter-departmental subject matter correlation.

10. WHAT ROLE SHOULD NON-EDUCATIONAL INSTITUTIONS ASSUME IN REGARD TO CAREER PLANNING?

Several recommendations were proposed as to services that can be provided by non-educational institutions. These were:

-- To establish advisory committee with specific responsibilities to be directly involved with education programs to assist with internship programs.
-- To provide in-service programs for occupational guidance personnel - teachers and coordinators of career development programs.
-- To provide opportunities for exchange of personnel - business, industry and educational systems.
-- To involve Chamber of Commerce, employment agencies and other institutions which could contribute to the development of career education that would be willing to provide their facilities and expertises.
-- To employ radio, television and public relations programs to reach students, parents, lay people and citizens in the area to further promote the goals for career planning.

CONCLUSIONS, OBSERVATIONS, AND RECOMMENDATIONS

This section consists of three divisions as indicated in the title. The information presented in each of the sections which addresses itself to conclusions, from the findings of the study and recommendations based upon the conclusions and observations for the preparation of personnel to provide occupational guidance services for career education at Central Michigan University.

Although all conclusions are not completely supported by data, it warrants immediate attention and a plan of action to implement, improve and meet the needs of many high school students who must be better prepared for a specific occupation or further preparation for a career upon graduating from high school.

The major conclusions of the study were as follows:

1. In general, those responsible for career planning felt they are ill prepared and not qualified to provide occupational guidance services.

2. A large percentage of the present counseling and guidance services are too theoretical, with the major emphasis on psychological and sociological aspects of human development; very little emphasis is placed on career development for those who do not continue with a formal education upon graduating from high school.

3. Every undergraduate student who anticipates of becoming involved in occupational guidance must have formal preparation and experiences through internships or similar arrangements in occupational guidance services in at least one area, the public schools, governmental agencies and/or business and industry.

4. One or more undergraduate course(s) directly related to career planning and development should be required for all those directly responsible and involved in career education.

Recommendations for Industrial Education

The succeeding activities are recommended for educators now involved or planning to become involved with the preparation of occupational guidance personnel for career education.

The following recommendations are proposed for the faculty of various departments at Central Michigan University for further consideration in preparing occupational guidance personnel.

1. To develop a new course(s) that have a multiple challenge to improve preparation of occupational guidance personnel.

Course Title: Career Guidance -

- The content of the course would be an instructional management systems approach.
- The course would serve an an introductory course for those who are preparing to become or are now involved in occupational guidance.
- The concept as how to incorporate career development on all levels and not an "add-on" of a given number of units.
- Occupational guidance will serve as a base for:
    a. more choices for students through reactions to specific occupational clusters.
    b. more opportunities to make career decisions.

2. To develop a comprehensive and integrative career model within the present developmental structure at Central.

3. To utilize interdisciplinary and cooperative team teaching through career education continuum.

4. To modify present requirements in teaching curricula through implementation of career development in the following criteria:

- Curriculum for teachers of elementary grades
- Curriculum for teachers of secondary grades
- Specialized secondary education curricula
- Business Education
- Home Life Education
- Industrial Education and Technology
- Counseling and Guidance
- Others

The major objective is to integrate and incorporate the career education concepts in the various curriculum specialist areas. The terminal goal is to provide career developmental programs, with specific emphasis on occupational guidance services for all students by 1981.

5. To facilitate communications among those having major responsibilities at the federal, state and particularly the local level leadership role for career planning.

6. To stimulate, promote, and support teachers, paraprofessionals and others in career education K through 14.

Observations Made By the Investigator

While not fully documented by the data collected, the following observations are significant to the study. Most guidance services in public schools today are oriented toward two or four year university programs.

1. Many parents and counselors conceive a college degree as the only means to success in life.

2. The specific role of occupational guidance personnel in career education is yet to be determined and established. Most guidance services in the public schools are oriented toward a two or four year college or university program.

3. The number of responses to the data-gathering instrument and personal interviews conducted in the study were greater than expected. Many high school counselors are seeking means to improve and provide better counseling and guidance services for these students who do not continue with a formal education upon graduating from high school. Some workshops, seminars, and in-service programs are being provided for guidance personnel on a state-wide basis.

4. There is very little or no preparation for career education in occupational guidance on the undergraduate level. Few courses could be identified as formal preparation for those specially interested in occupational guidance.

5. Career planning and development services are needed in all public schools and community colleges.

6. The same concern expressed for the development of career education in Michigan was also revealed in the mid-west and western states. Namely, what is and should be the role of career education?

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Description of Practices

The purpose of this section of the instrument is to gather data pretaining to your experiences, developments or involvements with career planning and/or occupational guidance.

1. Is Career Planning and/or Occupational Guidance needed in the public schools? If so, why? If not, why not? Briefly respond.

Yes, Occupational Guidance is necessary. Primarily because so many public school teachers do not have occupational experience. Students are continually being given misinformation and misleading information.

2. What do you consider to be the unique qualifications of an individual concerned with providing services for Career Planning?

I feel this is nearly an impossible group of qualifications to be possessed by any one individual. He should be able to listen intently, understand the worth of every individual, be interested in people, have a vast variety of experiences, be essentially a "doer", be optimistic, pleasant, diligent, have continual contact with working people of all classes, thoroughly acquainted with industrial needs, be a student of vocational and technical education.

c. How should the career development programs be initiated and articulated?
At the elementary level?

At the elementary level it should be continuous, general and a part of all general education

At the secondary level?

At the secondary level it should be exploratory, hands-on hardware types of experienes leading on through planned study of vocations. Guidance and counseling would definitely be a part of the secondary level.

9. Should a specific course(s) be offered in Career Planning at the undergraduate level to prepare occupational guidance personnel?

Because my experiences have been rather bad with this group of people, I'm inclined to say that this should wait until graduate level.

10. What role should non-educational institutions assume in regard to Career Planning?

I feel educational institutions should cooperate completely with all phases of labor, government and business in understanding this most difficult problem.

I feel that I have answered this questionaire rather poorly. I am very concerned with this type of training and feel that many colleges and universitites are turning out very poorly trained individuals in this particular area. At the present time our institution is having difficulties with this particular area in our own staff. Sometines I feel that the type of person necessary to conduct career planning has to be born that way rather than trained through education.

Please use the self-addressed envelope to return the instrument by October 29, 1971, to Oliver Oberlander, Central Michigan University, Department of Industrial Education and Technology, Mt. Pleasant, Michigan 48858.

6. How should one who provides Career Planning Services continue to keep abreast of careers and occupational changes?

I don't view this as a problem if the person is properly trained in the first place. If properly trained, he can keep up; I have, and I'm sure that you have attended many meetings of vocational educators where career planning people should have been in attendance. It is impossible to attain, but persons in this type of work should be members of most levels of professional and occupational societies. I suppose the thing I'm trying to say is the most important capability of a career planner would be his ability to read widely, be interested in people, be complete.y informed on new trends and developements, and be ambitious in his search for new ideas.

7. Should career development begin at the elementary level? If so, why?

I feel that experiences should be provided at every level of elementary and junior high and senior high so that meaningful vocational occupational experiences can be had.

When to start?

I would suggest a vocational file accompany each student from kindergarten through high school and kept current on a yearly basis.

What should be the major emphasis?

The major emphasis should be placed on occupational information.

3. How would you recommend occupational guidance personnel be prepared to render career planning?

Have an organized acquaintance with a large number of work experience. Preferably using only mature students or adults with experience. Students in this curriculum should be required to take sample courses in all of the vocational and technical areas. I feel a good understanding of basic psychology and sociology is necessary for persons in this area. I'm not primarily interested in some of the modern trends of psycho analyzing and sensitivity training and the like.

4. What additional preparation is needed by an occupational counselor over and above that provided through formal training?

A wide variety of work experience is absolute necessary. These persons must have first hand information on the occupations available.

5. What functions or responsibilities do you expect the Career Planer to perform beyond the academic counseling services?

For difficult and unusual cases I feel the counselors should refer the students to other agencies. My main concern in this area is that we have high quality, intelligent individuals in all levels of education. Particularly in the junior high level. My past experience leads me to feel that we have had too many dictorial, theoretical, unrealistic, poorly trained individuals at this level. Testing should be considered as a guide, not as a mandate.

APPENDIX A

This questionnaire represents the typical response to the survey of occupational practices as they relate to curriculum design for career education.

Data-Gathering Instrument

Individual Background

This instrument is designed to acquire information about your involvement with respect to Career Planning and/or Occupational Guidance. If you need additional space to reply adequately to this request, please use the backs of these sheets or attach other sheets to this instrument. Thank you for your cooperation and efforts to make this study a success. Should you be interested in receiving the results of the study, please place a check in this space. ____

1. Name _____
   Last First Middle
2. Title _____ Date _____
3. Major responsibility _____

_____

_____

_____

4. Associated with (Circle one)

   a. Educational Institution b. Business c. Industry d. Government

5. Name of Employer _____
6. School or Business Address _____
   Number Street

   _____
   City State Zip
7. Sex: Male ____ Female ____ Age _____
8. Last Degree Confirmed _____ Year _____
9. Title of Degree _____ Field or Major _____

APPENDIX B

In light of the projected career planning program in Michigan, as a member of the Department of Industrial Education and Technology at Central Michigan University, I have accepted the responsibility to survey existing concepts, programs and procedures for preparing qualified occupational guidance personnel.

The program with which you are associated has been identified as being involved with career planning for youth. This involvement is of considerable interest and your point of view is of great importance to this survey.

I am presently engaged in a Study of Existing and Needed Curriculum Changes in Occupational Guidance. Although the study pertains to all levels of education, Kindergarten through life, its concern will be directed to the needs on the elementary level. Of special interest to the study are the relevant current practices and procedures at the secondary level.

It would be greatly appreciated if you would provide the information concerning your efforts and point of view relative to the study. Enclosed is a self-addressed, stamped envelope. Please return the instrument with your response on or before October 29, 1971. If you are interested in the results, please so indicate on the data-gathering instrument.

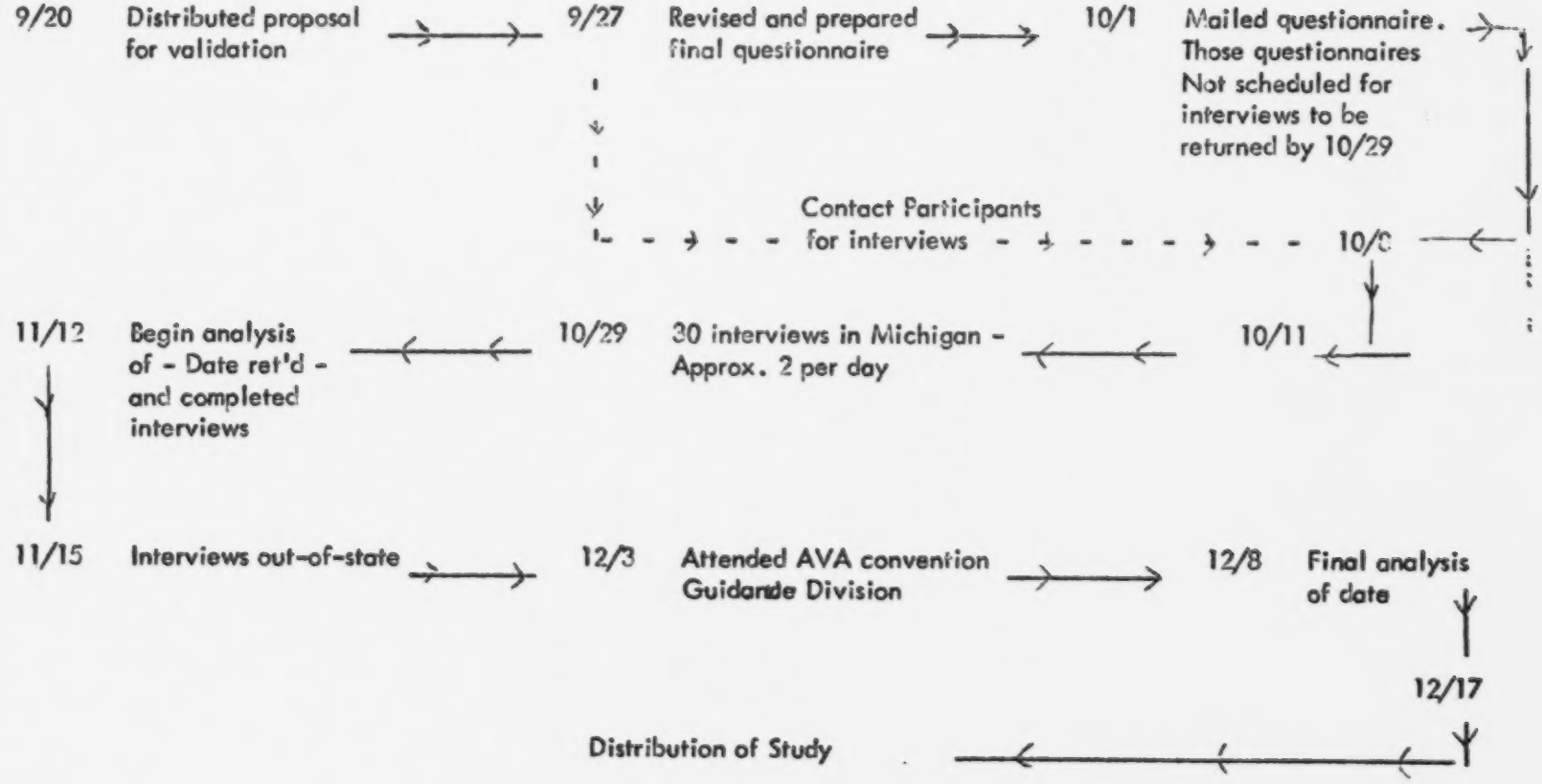
Sincerely yours,

Oliver Oberlander
Associate Professor
Department of Industrial
Education & Technology

OO:djt
Enclosures

APPENDIX C

PERT CHART



APPENDIX D

TABLE I

Outline of Data-Gathering Instrument

Individual Background	Question No.	Practice	
Name	1	NEED	1
Title	2	Qualifications	2
Major Responsibility	3	General Preparation	3
Association ( )	4	Additional Preparation	4
Name of employer	5	Responsibilities	5
School or Business Address	6	Up-dating-in service-when, what	6
Sex	7	Initial Program	7
Last degree confirmed	8	Initial Program - How	8
Title of Degree	9	Specific course(s)	9
		Non-educational role	10

TABLE 2

Schedule of Activities: Administration of Instrument

Activity	Date
Began Mailing Instrument	October 1, 1971
Completed Mailing Instrument	October 7, 1971
Began Mailing First Follow-up Letter	November 1, 1971
Completed Mailing First Follow-up Letter	November 3, 1971
Data-gathering Instrument Cut-Off Date	November 15, 1971
Began Personal Interviews	December 10, 1971
Completed Personal Interviews	December 15, 1971